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ABSTRACT

The report addresses the background and accomplishments of Project Interdependence, an economic development model created to demonstrate public/private partnerships with California's youth for careers in science, the arts, recreation, and sports. A review of the project's history cites the influence of the International Year of Disabled Persons, its growth from the original 10 high school districts, and difficulties over jurisdictional and funding issues with the California Departments of Rehabilitation and of Education. A section on administration notes accomplishments (including the establishment of a formal project board) and problems (such as the uncertainty of continued funding). Financing achievements and problems are specified and program achievements are cited for three phases: discovery/awareness, community services, and career exploration. Concluding segments address staff training achievements, impact on students (notably in terms of self-concept, competence, self-esteem, and participation in school, work, and community), benefits to school (including development of innovative curriculum and training models and materials), benefits to corporations (such as tax deductions and increased corporate name identities), and public attitude change resulting from such approaches as monographs, videocassettes, and media coverage. Above all, it is concluded, positive attitudes have been engendered toward the integration of students with and without disabilities. (CL)

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1983/84 REPORT

ON

PROJECT INTERDEPENDENCE

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SUBMITTED BY:
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March 1984

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"Project Interdependence is the greatest thing to happen in school. So many people are interested and wanna join! I hope it will continue to expand and someday maybe everyone will understand."

Lisa Matson
Troy High School

"I have decided a career in Nursing is what I want to pursue. I never could have made that decision and be as sure about it as I am without Project Interdependence."

Cozette Thorpe
Simi Valley School District

"Project Interdependence was the most exciting and rewarding experience I have ever had."

Ken Herrera
Riverside High School District

"I have learned that we are all people first and our disabilities are irrelevant. I learned how to love and be loved. I learned to overcome all disabilities which has made some of the more difficult things in my life less severe. I look at Discover Interdependence as to how it can benefit not just myself but my entire school and community. I wish everyone could feel the experience of Discover Interdependence."

Patricia C. Kerwin
Norwalk/La Mirada School District

"In general I have improved in many areas of my life. I can use my legs more and also my hands. Before the program, I barely had any use of them."

Jorge Reveles
Norta Vista High School

"The most important things that I have learned are (1) to treat persons with disabilities as people, (2) not to be afraid of people with disabilities, (3) and also that it is okay to be different because it is normal. No two people are exactly alike and it makes no difference if you walk on two legs or in a wheelchair because though you may not be exactly alike you, we, are all part of the human race."

Colette Bergeron
Norwalk/La Mirada School District

1.0 EXECUTIVE SUMMARY

Project Interdependence is an innovative, long-term, economic development model to demonstrate public/private partnerships with California's youth for careers in science, the arts, recreation, and sports. It was mandated by the 1983-84 Budget Act after two years of initial development. The mandate called for an Interagency Agreement between the State Departments of Rehabilitation and Education and the creation of a public/private policy oversight Board. It specified program goals and objectives. An annual report to the Legislature was mandated beginning April 1, 1984.

Compliance with the legislation has been delayed by the innovative design and management of the Project giving rise to concern about the discretionary use of Vocational Rehabilitation Federal funding and the issue of private resource solicitation and its use in the program. Both of these concerns remain only partly resolved to date.

Achievements and problems in administration, financing, and operation of the program are specifically reviewed showing the salient work and accomplishments. Follow through of professional support to implement the Project's work in schools and communities is varied with the majority of participation coming from the Education system.

Impact on individuals served is well documented and extraordinary in the area of building self-esteem, positive attitudes toward integration of students with and without disabilities, and school and community improvement skills. The focus on career and vocational futures occurs after the Project establishes a local network of support and confidence among school and community participants. Benefits to schools, corporations, and influence upon public attitudes targeted by the project, are described and discussed showing the powerful impact intrinsic to the Project's design and implementation. The development of major media materials and volunteer activism are central to the Project's growth and success.

Five recommendations sum up the needs to improve administrative support, resolve issues of financing, and put the Project into its earned place as a California model of achievement to elevate quality of education, rehabilitation services, and promote confidence and participation of youth in the State's economy and culture.

2.0 RECOMMENDATIONS TO THE LEGISLATURE

2.1 Based on a definitive legal opinion, establish an executive policy and action or enabling legislation to support effective public/private partnerships. Permit solicitation of private cash and in-kind contributions by public employees in an official capacity through policy and guidelines. Establish the authority for a separate account for deposit and disbursement for private contributions with appropriate safeguards and review, compatible with the flexible needs of Project Interdependence.

2.2 Resolve the outstanding concern regarding the legitimate use of Vocational Rehabilitation Section 110 resources for the purpose of administering and developing Project Interdependence or establish a State General Fund budget line item to assure the integrity and intent of the Project be carried out (i.e., fully integrated programming, early intervention with high school students with disabilities who may not yet be Department of Rehabilitation clients though eligible).

2.3 Remove the strict limitation upon the Project that confines it to only serving individuals who are currently clients of the Department of Rehabilitation. Budget Act language should allow conformity with the broad discretionary authority granted the State in providing services under the meaning of the Rehabilitation Act (Section 103 a & b) that include the recognition that not all services must be provided to individuals and that Rehabilitation goals can also be pursued through services "provided for the benefit of groups or individuals" and "... services ... which promise to contribute substantially to the Rehabilitation of a group of individuals but that are not related directly to the individualized Rehabilitation program or any one handicapped individual".

2.4 Improve the stability and continuity of Project Interdependence such that long-term planning for full implementation of the Project can be responsibly carried out. Require the inclusion of Project Interdependence in both the Vocational Rehabilitation State Plan and the Public Law 94-142 State Plan as an ongoing service model.

2.5 Continue to monitor the achievements and problems of the Project and the implementation of the Interagency Memorandum of Understanding to meet the needs of youth who require the sharing of resources and jurisdiction by both Departments.

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4.0 INTRODUCTION

This report describes Project Interdependence, the public/private partnership with California's youth, in relation to the requirement in the 1983/84 Budget Act, Section 9, Item 5160-001-001, "Beginning April 1, 1984 the Project Director shall report to the Legislature annually, regarding:

- compliance with the utilization of monies set forth in the Budget herein;
- achievements and problems encountered in the administration financing and operation of the Project;
- follow-through and involvement of professional staff from the Departments of Rehabilitation and Education and;
- the impact upon individuals served, benefits realized, schools and private corporations involved, and public attitude change."

It is the "intent of the Legislature that Project Interdependence be continued in the Department of Rehabilitation. The primary goal of Project Interdependence shall be to demonstrate that effective cooperation between State agencies and the private sector will enhance services to disabled students in the California public education system by improving their career choices and employment opportunities. This goal shall be accompanied in part by encouraging the full integration of disabled students into all school activities."

Further Supplemental Language states, "the Department of Education and Rehabilitation shall enter into an Interagency Agreement by September 1, 1983, which shall govern the operation of the program", followed by detailed considerations related to program design to be addressed in the Interagency Agreement and the operation of the Project.

5.0 BACKGROUND

5.1 The Concept

Project Interdependence was begun in 1981 as California's main response to the International Year of Disabled Persons. Its origin, sponsored by the Director of Rehabilitation and Superintendent of Public Instruction, required that a constellation of serious issues be addressed to demonstrate the feasibility of a systematic approach to service delivery for youth. These issues were:

5.1.1 The need to weld the programmatic and social needs of people with disabilities to the needs and destiny of the mainstream population in California.

5.1.2 The need to create innovative approaches through public/private partnerships to save tax dollars in meeting the needs of those persons eligible for rehabilitation services who would be dependent on state agencies for long-term assistance.

5.1.3 The need to overcome the alienation of a large portion of the State's teen population by involving them in activities of compelling social importance.

5.1.4 The need to reform and revitalize traditional approaches to vocational and career education and rehab services based on fusing the services between these two systems and to create inspiring opportunities for educators and rehabilitation professionals to work together with leaders in the community and business through the Project.

5.1.5 The need to model an operational program that was uncompromising in its commitment to the principles of Normalization1/ in human services including full integration of people with and without disabilities, demonstrating esteem enhancing methods of meeting human needs that vigorously avoid imposing stigma, stereotyping and all other forms of "handicappism".2/

1/ Definition of Normalization:
"The use of means which are culturally normative to offer a person life conditions at least as good as the average citizens and to as much as possible, enhance or support personal behaviors, appearances, experience, status and reputation....
To the greatest degree possible ....
At any given time....
For each individual according to his or her developmental needs."

2/ Definition of Handicappism: A set of expectations and practices that promote unequal and unjust treatment of people that cause those people appear to have or are assumed to have a physical or mental disability.

5.1.6 The need to influence public attitudes about both the enormous untapped productivity latent in the State's high school population and the immeasurable value of opening the society to all persons with disabilities regardless of how severe or complex such conditions may be experienced.

From these issues, the Five Goals3/ of Project Interdependence were established and the first demonstration of the program began through a cooperative agreement between the Director of Rehabilitation and the State Superintendent of Public Instruction.

5.2 The Program

Ten high school districts were initially involved.4/ Private contributions were solicited to pay for those elements of the program not normally funded through state resources and to demonstrate the complementary private/public approach to financing the program.

Based on the first year's experience training 100 students, their teachers and rehabilitation counselors, at an adventure based training week in the coastal mountains of Northern California called Discover Interdependence,5/ a major series of activities were planned during the training week which were then carried out at each of the schools. These were aimed to extend student and community agency involvement to promote the goals of Project Interdependence.

5.3 The Development

In 1982 a number of critical design principles were built into Project Interdependence based on extensive evaluation of the first year's demonstration work. An overall scheme was developed to improve and institutionalize the Project.

5.3.1 Stability and continuity of the program hinged on a well-oriented, well-trained, administratively sanctioned core of local school and rehab professionals who thoroughly understood the mission and dynamics of the Project leading to career and vocational outcomes for the students.

5.3.2 The Program's developmental sequence must:

3/ See Appendix #1.
"Project Interdependence Five Goals"

4/ See Appendix #2.
"Project Interdependence" List of 18 School Districts

5/ See Appendix #3.
"Discover Interdependence" Brochure

5.3.2.1 Capture the attention and active involvement of students and community professionals.

5.3.2.2 Be followed by intense organized activities and curriculum based instruction at the local school site promoting concrete skills in public speaking, outreach, event organizing, and building community support network and;

5.3.2.3 Be followed by the effective introduction to career exploration and vocational education reform coupled with the full utilization of Rehab services and its resources.

5.3.3 Beauty, excellence, prestige, and compelling imagery, are essential features to be associated with the Project to overcome the negative stereotypes and expectations invariably held in relation to people with disabilities (i.e., charity, segregation, pity, menace, sickness, dehumanization, etc.).

5.3.4 Enormous flexibility is a prerequisite for resource solicitation and financing the Project to establish a true cooperative public/private partnership with the Project's private sector supporters whose normal paradigm of involvement is often simply making an annual charity cash contribution.

In 1982, eight new high school districts6/ were added to the Project, from 23 district applicants.

The training model was modified to improve the structure of the program. Based on the continued discretionary authorization of the leaders of Education and Rehabilitation, long-term plans were prepared to provide the rigorous follow-up needed at the local school sites to support on-going activities and to strengthen the linkage between School and Rehab services.

5.4 The Transition

At the beginning of 1983, with the change of State administration, an interim decision was made within the Department of Rehabilitation to unilaterally terminate the Project which was not formally reversed until May 1983. During this time all program and fund-raising activities were halted. Policy level support from the Office of the Governor, Superintendent of Public Instruction and the Legislature, led to the reinstatement of Project Interdependence and the enactment of the 1983/84 Budget Act language setting forth the basis for Project Interdependence administration and operations.

6/ Ibid.

In July 1983, with the signing into law of the Budget Act, the Project was formalized and the process of fulfilling the Legislative language begun, despite continued restrictions which were imposed on the program until the Interagency Memorandum of Understanding (MOU)7/ had been completed and signed by both departments.

This report summarizes the experiences since July 1983 with some comparison to the accomplishments and funding from 1981 and 1982 until the present.

7/ See Appendix #4.
Interagency Memorandum of Understanding (MOU)

6.0 COMPLIANCE WITH THE USE OF BUDGET HEREIN

Three considerations frame the meaning of compliance which require discussion here:

6.1 The carrying through of the agreement between the Department of Rehabilitation and the Legislature to actually apply the staff positions and operational budget informally established to meet the Project Interdependence mandate.8/

6.1.1 Meetings were held between Project Interdependence staff and the administration of State Department of Rehabilitation regarding the Project Interdependence staff and budget statement for FY 1983/84. The decision was made to exclude the requested dollar allocation for direct program funding and to limit the Department's Level of Participation to seven staff positions and administrative and operational costs.9/ The State Department of Education established its contribution, as agreed upon in the Interagency Memorandum of Understanding, which included a component for direct program funding. Compliance with the State Department of Rehabilitation staff commitment occurred on January 2, 1984. (See Calendar of Compliance, page 15.)

6.2 To assure that Project Interdependence program and activities meet the intent and letter of the Budget Act and Supplemental Language.

The Budget Act Language explicitly describes a series of requirements of Project Interdependence, the bulk of which hinge on two fundamental prerequisites:

6.2.1 the ability of the Project leadership to establish public/private partnerships and obtain a significant range of contributions (cash and in-kind);

8/ See Appendix #5.
Correspondence from Senator Bill Green to P. Cecilio Fontanoza

9/ See Appendix #4
Project Interdependence Budget (within MOU)

Private Financing

The DR supported the effort of the Project chairperson to organize the mandated Board and to explore a potential network of contributors. The Office of the Governor has been invaluable in furnishing a list of corporate leaders in California and assisting in framing correspondence to solicit support and involvement from these business and industry leaders. However, the State Department of Rehabilitation has unresolved concerns of the legality of private solicitation by a state official and their interpretation of the appropriate discretion allowed the State Department of Rehabilitation by Federal law and regulations governing the use of Voc Rehab funds (upon which the State Department of Rehabilitation staff positions and overhead are based) resulted in a freeze on fundraising until March 9, 1984. The impact of this administrative action can be seen by comparing the 1981, 1982, and 1983 total assets of the project.

TABLE 1
TOTAL REVENUES
FROM ALL FUNDING SOURCES AND
COMPARISON OF ANNUAL CHANGE

	FY 1981/1982	FY 1982/1983	% Change From Previous Year	FY 1983/1984	% Change From Previous Year
Rehab	321,234	323,761	+ .8	320,522	- 1.0
Education	121,400	111,400	- 8.2	83,378	-25.2
Private	161,862	89,400	-44.8	17,800	-80.0
Total	604,496	524,561	-13.2	421,700	-19.6

Based on this situation, compliance with the intent of this aspect of the law has only now occurred. In addition, no legal opinion has been forthcoming in this matter of fundraising despite repeated Project Interdependence requests.

6.2.2 The necessity of linking the Project with the mainstream operation of the State Department of Rehabilitation and State Department of Education through administrative support for cooperation and involvement of local professionals in each system to share information and resources and improve the design and delivery of services to youth with and without disabilities.

The Internal Linkage

Serious delay in establishing the administrative linkage between Project Interdependence and the State Department of Rehabilitation district staff and service systems has resulted from the Department's concern regarding the appropriate placement of Project Interdependence within its organizational structure. This concern is based upon the Department's interpretation of its mission and the concern regarding a Federal audit exception.

Formal request for State Department of Rehabilitation staff participation support for Project Interdependence was finally made February 16, 1984. Prior to that time no authority existed to enlist field support essential to fulfill Project Interdependence Vocational Rehabilitation objectives.

6.3 That considerations pertaining to the compliance with Federal and State laws and regulations governing the use of Education and Rehab monies and private funds are appropriately applied in relation to the requirements governing each source.

6.3.1 The State Department of Education included its participation and allocation in the State Special Education Plan to the Federal government. Correspondence from the Superintendent of Public Instruction and from the Deputy Superintendent for Public Instruction, Curriculum, and Instruction Leadership demonstrate their discretion in supporting Project Interdependence.10/

6.3.2 A legal opinion by the Disability Right Education and Defense Fund, Inc. (DREDF) sent to the Assistant Secretary of the Office of Special Education and Rehab Services presents the only formal opinion yet produced in this matter to date and indicates the project is fully in compliance with the letter and intent of Rehab Law.

"Our analysis of the statutory framework of the Rehabilitation Act leads us to the conclusion that implementation of Project Interdependence is entirely consistent with the legislation and

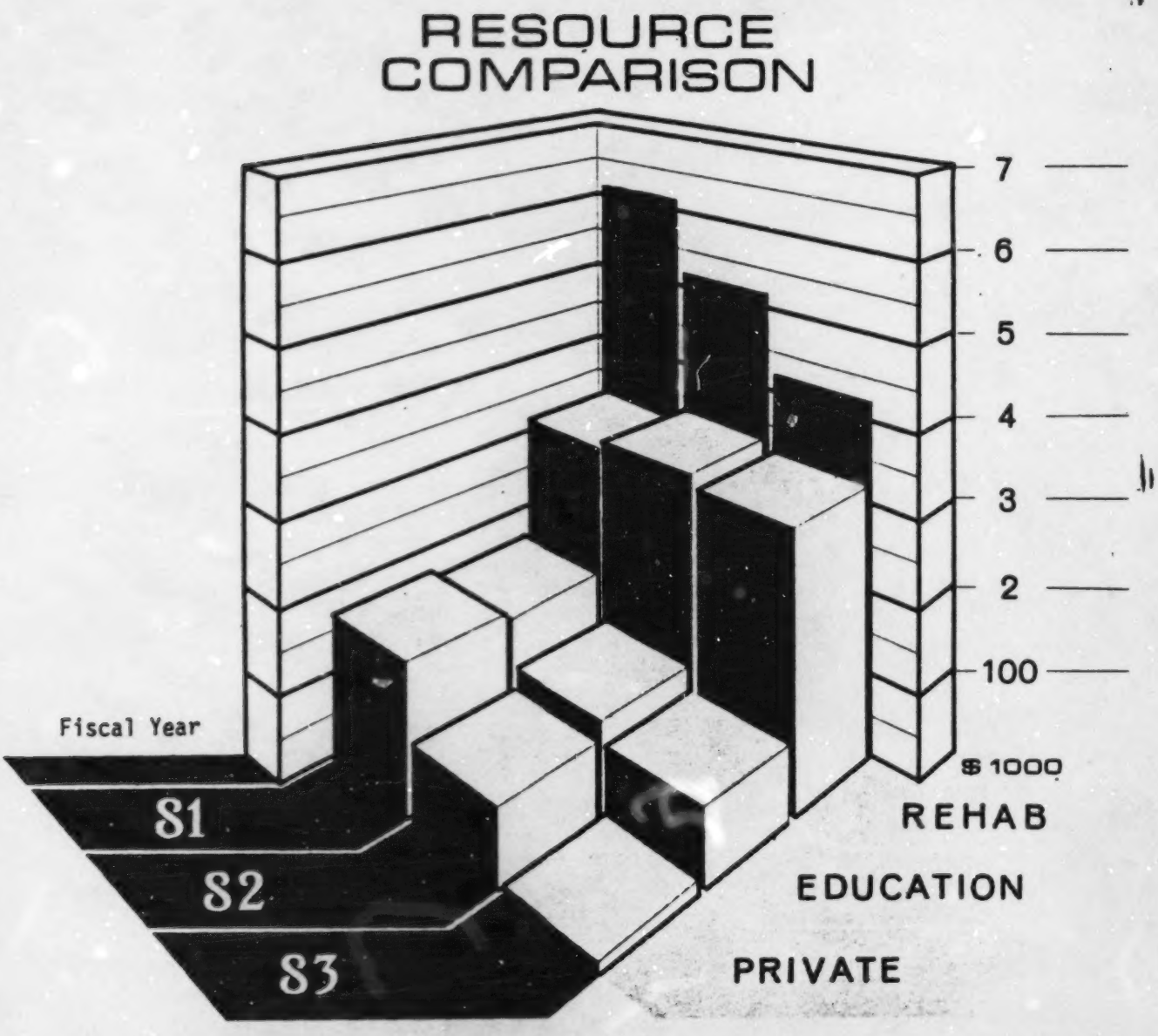
10/ See Appendix #6a and #6b.
Correspondence from James Smith to P. Cecilio Fontanoza
Correspondence from Bill Honig to Debra Kaplan

its legislative intent. We can find no language in the Rehabilitation Act that would preclude the use of Section 110 funds for this type of project."11/

The creation of a State monitored separate account for private funds has not been approved to this date by the administration. The small amount of funds obtained during this fiscal year have been applied either directly by the contributor to underwrite necessary costs of the project or as a earmarked deposit to the South Bay Mayors' Committee for Employment of the Handicapped account. This account has been the main depository of Project Interdependence since 1981 and represents a tax exempt (501 C-3 non-profit) corporation.

11/ See Appendix #7.
Legal opinion from Disability Rights Education & Defense Fund, Inc.

GRAPH 1


RESOURCE
COMPARISON
7
6
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4
3
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100
$ 1000
Fiscal Year
S1
S2
S3
REHAB
EDUCATION
PRIVATE
INTERDEPENDENCE

1983

FEBRUARY
- .PI Wrap-Up by DR; PI staff disbanded
- .PI removed from Rehab State Plan

MARCH
- .Governor Deukmejian becomes member of PI Board
- .Superintendent of Public Instruction, Bill Hoing becomes member of PI Board
- .Senate Rules Committee Resolution #327 commending PI

APRIL

MAY
- .PI Unit informally reestablished (without full clerical support)
- .DR internal audit of PI completed

JUNE
- .Regional Discover Interdependence Training (Southern California)*
- .PI requests Federal Audit from Office of Special Education and Rehab Services
- .PI request for meeting with State Health & Welfare Secretary denied by the Department of Rehabilitation

JULY
- .Budget Act establishes PI in DR requiring Interagency Agreement with DOE

AUGUST
- .Interagency Agreement draft completed (DOE/DR)
- .Special Account for private funds requested of DR by PI
- .Regional Staff Development Training (Northern California)*

SEPTEMBER
- .PI Award from Good Shepherd Independent Living Center
- .LA Unified curriculum classes established*
- .Napa Valley High School District curriculum classes established*
- .Local school site and community PI programs restarted in 12 high school districts*

OCTOBER
- .Local school and community programs continued*

NOVEMBER
- .PI requests reinstatement into Rehab State Plan
- .Senate Rules Resolution #1746 commending Norwalk/La Mirada School for Interdependence Programs
- .DR requests Special Account for PI from Department of Finance
- .DOE/DR Grant Proposal submitted to United States Office of Education for PI Staff Development Training Programs
- .LA Unified School District Magnet Program integrated*

DECEMBER
- .Request for Special Account denied by Department of Finance
- .Local school and community programs continued*

*See PI Program Achievements

CALENDAR

1984

JANUARY

- .Full Central Office PI clerical support established
- .Interagency MOU jointly approved
- .Formal establishment of PI as Unit (057 Code)
- .Local school and community programs continued*

FEBRUARY

- .Administrative interference in Sacramento fundraiser
- .PI request to meet with State Health & Welfare Agency Secretary
- .Assembly Speaker Resolution #499 commending PI
- .State Council on Developmental Disabilities - Service Organization of the Year Award to PI
- .DR resubmits request to Department of Finance for Special Account
- .DOE Grant to United States Office of Education (Model Programs) submitted with support from DR
- .Local Inservice Training (Santa Barbara)*
- .DR notification of PI to selected Field Operations Administrators

MARCH

- .Corporate fundraising by mail approved by DR
- .Regional and local Inservice Training (Los Angeles, Napa)*
- .Meetings begin with PI staff and Field Operations Administrators

PI - Project Interdependence
DR - Department of Rehabilitation
DOE - Department of Education
MOU - Memorandum of Understanding

*See PI Program Achievements

7.0 ADMINISTRATION

7.1 Achievements

7.1.1 As a result of the 1983/84 Budget Act a formal Project Interdependence Board (public/private partnership) was established. The Board consists of five public members. Governor George Deukmejian; Bill Honig, Superintendent of Public Instruction; Gerald Hayward, the Chancellor of Community Colleges; Senator Diane Watson; and the student member of the State Board of Education. Three of five private sector seats on the Project Interdependence Board have been filled: Mr. Marvin Davis, owner of Twentieth Century Fox; Mr. Don Guinn, Chairman of the Board of Pacific Telesis; and Mr. Charles Lynch, Chairman of the Board of Saga Corporation and President of the California Business Roundtable. These initial private sector Board members joined with a major commitment to support the Project with substantial cash and/or in-kind assistance, to provide policy oversight, prospective annual review of fiscal and program planning, and assist in design and production of media materials. Two additional leading members of the corporate community are being sought to represent industries equally significant in the California economy whose image/product is widely recognized and respected by the State's teenage population. Four other Board seats are held by two youth participants in Project Interdependence, Jeff Winchell and Anita Mihalek,12/ the Counsel to the Board, James Burchell, Esq.; and the Project Interdependence Chairperson, William Bronston, M.D.

7.1.2 The Interagency Memorandum of Understanding required in the Budget Act language between the State Department of Education and the Department of Rehabilitation was completed and finalized January 6, 1984, setting forth the principled basis of the Project, its goals and objectives, and sequential outcomes related to its development throughout the State. The Interagency Memorandum of Understanding spells out the budget contribution from the two departments and the duties and roles of the staff designated from each department. In addition, a projected "Project Interdependence 1983/84 Activities Plan" (within the Memorandum of Understanding) partitions those Project Interdependence activities supported contingent on private contributions.13/

12/ Project Interdependence Board Student Alternates: Jocelyn Stewart and Anthony Kohlenberger

13/ See Appendix #4.
Project Interdependence 1983/84 Activities Plan in Interagency Memo of Understanding

"I am especially proud, as a member of the Board of Project Interdependence, that this model program was chosen as the Outstanding Service Organization of the Year."

Honorable George Deukmejian
Governor State of California

"Project Interdependence exemplifies our solid commitment to assure that every child, regardless of his or her special education needs or degree of disability, becomes a productive and proud citizen in our state."

Bill Honig
Superintendent of Public Instruction

"Not only does the material represent work of a high professional competence, but even more importantly conveys a sincerity of purpose which results from a dedication and a desire for a better life and society for all of us."

Louie L. Terango
Former Regional Commissioner
Rehabilitation Service Administration IX

"California is committed to a policy of supporting the full integration between youth with and without disabilities in our schools and communities. This is a long-term struggle that require diligence, imagination and devotion to overcome the old stereotypes, fears, and prejudices. Project Interdependence is significant because it is not an endeavor of the moment but rather one which has long-term policy implications for the people of our State....

Ultimately, the beneficiaries are <u>every</u> child, not just those youngsters with special needs."

Honorable David Roberti
President Pro Tempore
California Senate

"Initiated as a pilot program, this collaboration between two state service systems and private industry is clearly of National and State significance in the areas of Education, Rehabilitation, and related human services agencies."

P. Cecilio Fontanoza, Director
State Department of Rehabilitation

"Project Interdependence is a highly successful program that is breaking down physical and mental barriers in California. This program enhances the likelihood of a successful and productive life of all participants; high school and professionals, abled and disabled. In short, this investment will provide a long term return that will benefit society as a whole."

Wm. S. Briner, Director
State Department of Parks & Recreation

"Marvin Davis has accepted a position on the Board of Directors of Project Interdependence, affirming his belief and that of Twentieth Century-Fox Film Corporation in the goals and objectives of the State of California's Project Interdependence. We look forward to working with you on public relations and media efforts, to reach the general public with your message... to show how young people discover the best in themselves and their peers and act on that discovery in their schools and communities."

Jerry Greenberg
Vice President Corporate Communications
20th Century Fox Film Corporation

"A tremendous amount of good will between government, business, entertainment, and sports leaders has been generated in the development of Project Interdependence. This massive effort to assist in the independent integration of the disabled into the main stream of society has been accomplished by involving the private sector in an unprecedented, committed fashion."

Honorable Nicholas C. Petris
California Senate

7.1.3 1984 additions of Sponsors14/ to the Project include: Phyllis Rubenfeld, Ed.D, the new Executive Director of the American Coalition of Citizens with Disabilities; Mr. Raul Teilhet of the American Federation of Teachers, AFL/CIO; Mr. Conrad Ikemora, President of People First of California; and State Senator John Garamendi. The Project Interdependence sponsors act as statewide advisors and resources to the Project lending additional prestige and substance to the image and work of the program.

7.1.4 Liaison has been established with the Office of the Governor through Mr. Doug Watts and Mr. Greg Kawajian and with the Superintendent of Public Instruction through Mr. James Smith, to assist in providing advice, review, and resource development, for the Project. Equivalent and direct assistance in coordinating and building the private/public partnerships have been provided by those legislative leaders directly associated with the Board and Sponsors (Senator Diane Watson, Senator Art Torres, Senator John Garamendi, and Assemblywoman Maxine Waters). Broad bipartisan Legislator support has also been forthcoming, including the advice and commendation from Honorable David Roberti, President Pro Tempore of the Senate; Honorable Willie Brown, Speaker of Assembly; and other Legislative supporters.

7.1.5 The Department of Rehabilitation's staff leadership for Project Interdependence has been established in the Office of the Director of Rehabilitation effective January 3, 1984. Supervision of Project Interdependence has been delegated by The Director to an Assistant Deputy Director, Field Operations Division.

7.1.6 Refinement of the design of Project Interdependence has continued based on internal and external evaluations, a Department of Rehabilitation audit, and on-going feedback from participants, advisors, and members of our Board. The programmatic foundation leading to the career curriculum and employment opportunities was planned to have been established by the end of this second year of the three-year training sequence. Central Office notification to selected Department of Rehabilitation District Administrator's began February 16, 1984, linking the effort of counselors and other field staff to meet specified Vocational Rehabilitation objectives, in-take, individualized work, rehabilitation planning, and resource sharing. Through this linkage between the Project and school based staff and the mainstream rehab system, rehab client plans and services will proceed.

14/ Charter Project Interdependence Sponsors: Honorable Thomas Bradley, Mayor of Los Angeles; Ms. Linda Bove, Actress; Mr. Clair W. Burgener, Businessman; Mr. Richard Chavez, Businessman; Ms. Goldie Hawn, Actress; Dr. Linus Pauling, Scientist; Mr. Itzhak Perlman, Violinist; Mr. Christopher Reeve, Actor; Mr. Edward V. Roberts, World Institute; Ms. Wilma Rudolph, Athlete; Senator Art Torres, California Legislator; Assemblywoman Maxine Waters, California Legislator; Mr. Stevie Wonder, Recording Artist; Mr. Milton Younger Esq., Lawyer

7.1.7 Communications have been established with Mrs. Madeline Will, U.S. Office of the Assistant Secretary of Special Education and Rehabilitation Services, to explore the most constructive avenues the Project could develop to implement the national "transition policy". To improve the service relations between education and rehabilitation, a Federal audit has been requested by Project Interdependence to evaluate its compliance with existing law and regulations that govern tne Vocational Rehabilitation Section 110 money from which salaries and overhead are drawn.

7.1.8 Working relations have been established with the leadership of the State Council on Developmental Disabilities and The Association for the Severely Handicapped to explore creative approaches for serving youth with disabilities, to promote full integration, and to demonstrate ways to improve the efficiency and effectiveness of Rehabilitation's role with teenagers who are eligible for such services.

7.1.9 A proposal is being submitted to the Federal Rehab Services Administration Region IX, to obtain a determination regarding the status of Project Interdependence as a "joint proposal" within the meaning of 34 CFR Section 361.11 of the Vocational Rehabilitation regulations.

7.2 Problems

7.2.1 The uncertainty of continued funding and Department of Rehabilitation and Health and Welfare Agency support for the Project creates major problems in short and long-term planning and commitments.

7.2.2 Despite the placement of the Project in the Office of the Director of Rehabilitation, the deep concerns held by the Department that the Project is not within the purview or the mission of Rehabilitation (as interpreted from Federal law and regulations) fosters an extreme cautiousness, documented delays affecting the program's development, and misinterpretation of the Project within the bureaucracy. This has resulted in continued misunderstanding and interference in administration, operations and private funding of the program, thus minimizing the achievement of its basic annual goals and program accomplishments.

7.2.3 The Project has not been placed in the State's Annual Vocational Rehabilitation Plan re-establishing the Department's intent to support Project Interdependence as a priority program qualifying for Federal Vocational Rehab matching dollars.

7.2.4 A meeting to resolve major administrative and program concerns between the Project leadership and the Secretary of Health and Welfare and Director of Rehabilitation has not been held despite

repeated urgent requests for ten months. Examples of such unresolved program issues include:

7.2.4.1 The need to restore direct communications between the Project Chairperson and the Office of the Governor and other policy level state leaders who make up the Project Interdependence Board and Sponsors.

7.2.4.2 The positive interpretation of the Project to top corporate leaders who inquire about the Project pending their involvement and support.

7.2.4.3 The establishment of workable strategies to solicit and manage private funds and private/public cooperative activities that meet standards of public acceptability, accountability and visibility and still preserve the significant flexibility needed to take advantage of unique opportunities that exist.

7.2.5 There exists a lack of top management coordination, planning, information and resource-sharing between Project Interdependence and those Rehabilitation services and programs which impact youth. This promotes fragmentation and inefficiency among the constellation of efforts within the Department (i.e., Workability, transition programs, high school/Department of Rehabilitation district Memorandum of Understanding's).

7.2.6 Experience and evaluation shows that the existing number of staff responsible for statewide co-ordination of the program is inadequate to provide the necessary expertise to develop and expand the Project statewide and to build local stability and continuity of effort.

8.0 FINANCING

8.1 Achievements

8.1.1 The Department of Rehabilitation and the State Department of Education established a level of funding from each spelled out in the Interagency Memorandum of Understanding. The funding from the Department of Rehabilitation consisted of Vocational Rehabilitation's Section 110 (Federal/State match) dollars which represented the salaries of seven staff positions and administrative overhead for Project Interdependence operations. No direct program funds were allocated. The State Department of Education's contribution consists of a Public Law No. 94-142 allocation assigned to one and one quarter staff positions, materials production and an actual program cost component.

8.1.2 A multiple component fundraising strategy aimed at the private sector has been developed which includes:

8.1.2.1 Direct statewide local solicitation for cash and in-kind support from Project Interdependence.

8.1.2.2 Network building for support from Board members and contributors.

8.1.2.3 Valuable in-kind contributions and underwriting are a significant resource that continues to be a main stay in the program, the media and publications productions for the Project. Since 1981 P.I. has received $170,500 in total in-kind benefits which required the expenditure of $38,279 private dollars. This represents approximately 25% actual cost for market value received.15/ Examples of these include:

8.1.2.3.1 Commitment from Board members Pacific Telesis and Twentieth Century Fox for funding program elements in Project Interdependence based on the calendar year January through December. These commitments are currently being reviewed and will be continued in 1984. In addition, Twentieth Century Fox has committed in-kind resources to host a major film premiere for Project Interdependence on their lot in June. They are also providing post-production studio space and editing for the Project Interdependence documentary film "The American Dream". The contribution from Saga Corporation is currently being negotiated for 1984 given their new status as Board members of the Project. The Office of the Governor provided a list of 200 corporate leaders of

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15/ See Appendix #8.
Project Interdependence In-kind Contributors
(Within memorandum to the Department of Finance regarding "Separate Account for Project Interdependence".)

the largest California based businesses and assisted in the solicitation letter on behalf of Project Interdependence for student scholarship funding.

8.1.2.3.2 Twentieth Century Fox underwrote the printing of the full-color recognition awards, Project Interdependence cards, Project stationery, and other key printed pieces. Their direct payment to A & L Graphico was matched by a major break in cost provided for the third year in a row by this outstanding Southern California printing company.

8.1.2.3.3 Yamaha underwrote a series of printed pieces for WIN Interdependence through their own printing resources.

8.1.2.4 Development of professional public relations to produce top-quality presentations of the Project for potential contributors and the general public include:

8.1.2.4.1 A major constellation of in-kind contributions has been made in relation to public relations/education services and products for Project Interdependence. Dr. Richard Byrne, Associate Dean of the Annenberg School of Communication at USC; Mr. Gerald Byers, Management Consultant; and Mr. Stan Atkinson, KCRA, news anchorman in Sacramento, have contributed significant consulting time.

8.1.2.4.2 In Sacramento, the Wade Advertising Firm worked with the Project three months to assist in developing a public relations package which they passed on to the outstanding firm of Girvin, Conrad and Girvin, Inc. to create the materials to properly market and present the Project to the public through television pieces and publications slated for completion by June.

8.1.2.5 Organization of a volunteer Founders Circle group including many stellar leaders of the media industry has led to the establishment of an independent, non-profit, public benefit, educational foundation: The World Interdependence Fund: A Careers Foundation. This body will co-sponsor the 20th Century Fox fundraising premiere for Project Interdependence and sponsor a Hollywood gala

focusing on the birthday of a major film personality in the fall.

8.1.2.6 Marketable media and training materials created to generate resources for the Project.

8.1.2.6 Local contributions have been successfully raised from numerous large and small corporations to support local school and community activities.

8.1.3 Two Federal Grants have been submitted by the State Department of Education with support from the Department of Rehabilitation. November 1983 for Professional Staff Training and, March 1984 for funding model programs, were sent to the United States Office of Education for expansion of the Project. Responses are expected in April and September of 1984, respectively.

8.2 Problems

8.2.1 The cardinal problem in financing Project Interdependence has revolved around the use of Vocational Rehabilitation Section 110 Federal dollars. The issue here is the Department's concern regarding the appropriateness of the use of these Federal matching funds for work and activities of the Project. Specifically, in relationship to supporting private fundraising and support for those students who may not be clients of the Department of Rehabilitation administering and implementing fully integrated programs including:

8.2.2 The need to establish appropriate mutually agreed upon administrative policy and legal opinion to support private resource solicitation and flexible management which conforms with contributor purposes.

8.2.3 The need to establish mutually agreed upon operational guidelines with timely review and approval for solicitation, mass mailing, and community fund raising events.

8.2.4 The need to obtain approval and support from the Department of Finance to establish a separate account to deposit and disburse private sector contributions without the burden of procedures required by State General Fund expenditures.15a/

8.2.5 The development of successful strategies and mechanisms to build dependable long-term private financing for the majority of program costs and to produce training materials.

15a/ Ibid.
Correspondence to the Department of Finance

9.0 PROGRAM

9.1 Overview

The achievements and problems of Project Interdependence between July 1983 and the date of this report must be understood within the full scheme and developmental sequence of the program. Achieving the goals set forth in the Project and the Interagency Memorandum of Understanding in any given school district involves the completion of three phases of work:

- Phase I - Discovery/Awareness
- Phase II - Community Service
- Phase III - Career Exploration

9.1.1 Phase I begins the process with an orientation at the local school/rehab district designated for inclusion in the Project and participation in a statewide training program called, Discover Interdependence. This is followed by a Regional training of professionals called Anchor Interdependence to further build the structure to implement the program in the population area.

9.1.2 Phase II emphasizes the development of service learning projects and leadership training between school and community.

9.1.3 Phase III emphasizes career exploration through statewide and local training events including WIN Interdependence, Explore Interdependence, and Image Interdependence, focusing on career opportunities in sports, science, and arts, respectively. Finally, the building of partnerships between the private economic community and local district programs allows state staff to shift from local consultation and leadership and redeploy to new school/districts.

9.1.4 Program achievements and problems must further be understood as a division between local community (school site) operations and statewide development and operations. The Project Chairperson and his central office staff are primarily responsible for creating the necessary resources, overall program design, and quality standards and to generate the crucial material and programmatic contributions needed from the public and private sectors. An example, is the possible production of state-of-the-art training monographs in careers currently being negotiated with the prototype industries represented on the Board and sponsors of Project Interdependence (i.e., "Careers in Foods", from Saga Corporation; "Careers in Telecommunications", from Pacific Telesis.) Experiential programs are designed and organized to demonstrate the relation between sports and sports careers, science and science careers, arts and arts careers.

The Program Manager, Field Coordinators, and Training Coordinator for Project Interdependence with the staff leadership from the State Department of Education focus their efforts to create the necessary awareness, competencies, and organization, to establish Project Interdependence at the local community level.

The following is a summary review of Project Interdependence program accomplishments in the continuum toward full realization of the concept.

9.2 Phase 1 Achievements 1983-84

9.2.1 Statewide Anchor Interdependence training programs which provide professional staff development and preparation for local dissemination of Project programs has been completed for three school districts and is scheduled for five additional high school districts before the end of the 1983/1984 Fiscal Year.

9.2.1.1 School and Rehab professionals, parents, community supporters and selected students from Chico, Napa Valley, and Modesto High School Districts, completed a four-day Anchor Interdependence training program in August 1983.

9.2.1.2 A Bay Area Anchor Interdependence Training is scheduled in May 1984 for Fremont Union (Cupertino) and San Jose Unified High School Districts.

9.2.1.3 A Southern Anchor Interdependence Training is scheduled in April 1984 for the Los Angeles Unified, Fullerton and Norwalk/La Mirada High School Districts.

9.2.2 Regional "Discover" training programs which disseminate the awareness and service-learning principles of Project Interdependence to new schools were conducted in June of 1983 by the Fullerton and Norwalk/La Mirada High School Districts. Over 80 students, teachers, school administrators, and community supporters, participated in this program. Norwalk/La Mirada High School District will conduct another dissemination training program with state staffing assistance in May of 1984.

9.3 Phase II Achievements 1983-84

9.3.1 Interdependence clubs are established in all eight of the 1982 Discover Interdependence schools. These clubs serve as vehicles for the ongoing local activities which promote Interdependence on a day-to-day basis. These activities include student

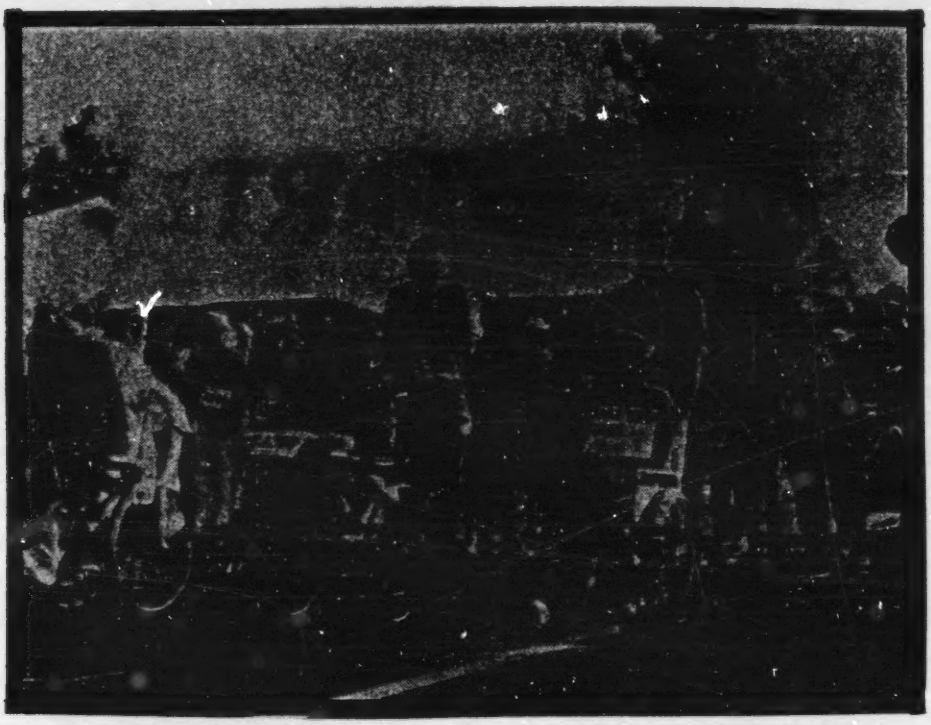
presentations in classes, for community service clubs and business organizations; newsletters; press releases and press conferences; television and radio productions; Interdependence sponsorship of schoolwide cultural events with guest speakers and film presentations; team building adventure outings; interpretative park outings; access surveys and barrier removal projects; technology exhibits and demonstrations; and service-learning placements and internships.

9.3.1.1 The Los Angeles Unified Club and Class sponsored a very successful High-Technology Exhibition of adaptive equipment and devices. Over 350 students and teachers attended this event.

9.3.1.2 The Norwalk/La Mirada clubs sponsored an Employer Breakfast which included an awareness presentation, awards ceremony and presentation of a Senate Resolution from Senators Robert Carpenter and David Roberti commending the District for its successful Interdependence programs.

9.3.1.3 The Fullerton District held a district-wide series of five cultural assemblies with comedians, Alex Valdez and Geri Jewell, (both of whom have disabling conditions).

9.3.1.4 The Fullerton District also organized an integrated 10-K run with Harry Cordellos (world class athlete who is blind) attracting 250 persons.



These events received extensive television and print media coverage.

9.3.1.5 Interdependence Club members continuously make awareness presentations for school boards, PTA's, Lions, Rotary, Kiwanis, and similar civic organizations, promoting employment opportunities for people with and without disabilities.

9.3.2 Curriculum courses based upon the principles and objectives of Project Interdependence have been established in:

9.3.2.1 The Los Angeles Unified High School District (Miller and Cleveland High Schools), and

9.3.2.2 The Napa Valley High School District (Vintage High School).

9.3.3 Modesto City High School District Plans to establish a class on Interdependence in Spring 1984. These classes deal in depth with issues of handicappism, labeling and stereotyping, disability rights and advocacy, rehabilitation and community services, service-learning, adventure-based and experiential education, career exploration, and career development.

9.3.4 Local Interdependence training programs serve to emphasize key points of earlier training including seminars on handicappism, community service, planning skills, experiential education and career development. Programs ranging from hour-long discussions to 3-day adventure outings have occurred in several school districts. These include:

9.3.4.1 The Santa Barbara High School District held a Day Training program for 36 students, school staff and community supporters.

9.3.4.2 The L. A. Unified High School District held a 3-Day Training program for 24 students and school staff.

TABLE 2
Project Interdependence
378 Participants, by High School District
Who Received Project Training
Fiscal Year 1983/1984

High School Districts	Anchor Training	Regional Training	In-Service Training	
Norwalk-LA Mirada	10*	43* 75**	35	
Fullerton	10*	36	24	
L.A. Unified	8*	--	40	
Napa Valley	8	--	20	
Chico Senior	6	--	--	
Modesto Senior	7	--	--	
Fremont	8***	--	--	
San Jose	8***	--	--	
Santa Barbara	--	--	40	
Totals	65	154	159	378

* Event targeted for April
** Event targeted for May
*** Event targeted for June

9.4 Phase III Achievements

9.4.1 WIN Interdependence, sports career training week, was fully designed with a consortium of sponsors recruited at the beginning of 1983.16/ This training week was slated to demonstrate the Phase III approach by introducing teachers and students to the constellation of career opportunities in the global sports industry (e.g., journalism, media, medicine, manufacturing, sale and advertising, teaching, etc.). However, due to the imposed cessation of fundraising and program activities between February and October of 1983, WIN was not held. Plans to implement WIN Interdependence in 1984 in relation to the Olympic Games exist. A significant level of private funds must first be accumulated to guarantee the base costs of room and board for all the students and faculty before this program can be scheduled.

9.4.2 Meetings were held with a consortium of high-tech corporations in the Napa-Sonoma area to establish the design team for Explore Interdependence, the science careers training week model. This effort, initially spearheaded by Optical Coating Laboratory, Inc., is calendared for design completion by the end of 1984, and implementation in 1985.

9.4.3 Negotiations are currently in process with Pacific Telesis, Saga Corporation, and 20th Century Fox, to establish a commitment to help produce a monograph describing the career panorama in each of the industries headed by these corporations for student and faculty use in the public school system and for Rehabilitation counselors. A model of such material exists in relationship to sports and sports careers provided for the Women's Sports Foundation by Kimberly Clark.17/

9.5 Problems

9.5.1 The major problem confronting the operations of Project Interdependence stem from the interim decision to "wrap-up" the Project last fiscal year and the continuing negative repercussions on local school/rehabilitation staff confidence. Moreover, the program has severely limited financial resources due to the continuing restrictions on fundraising activities at the state level and the low level of public funding for program component costs.

16/ See Appendix #9.
WIN Interdependence Description and Sponsor List

17/ See Appendix #10.
1983 Women's Sports Career Guide

9.5.2 The minimal staff allocated to administer the statewide program and coordinate local activities in the first 18 school districts remains a major concern. This has been compounded by the reduction of staff support from the Special Education Resource Network (who suffered staff cuts at the regional level) and the minimal involvement and follow through of local Rehabilitation staff.

9.5.3 Department of Rehabilitation staff support including local participation consultation from Education Consultant, Mobility Barriers, and Rehab Engineering Sections has been terminated since February 1983. The perception that Project Interdependence was without administrative support continued until formal notice of the Project was sent February 16, 1984 to a limited group of District Administrators in whose districts training programs are currently scheduled.

9.5.4 Planning for program continuity beyond the Fiscal Year has been very difficult due to the uncertainty created by year-to-year funding of the Project and the lack of a clear system-wide statement of support from the administration of the Department of Rehabilitation.

10.0 FOLLOW THROUGH OF PROFESSIONAL STAFF

Professional staff trained by Project Interdependence include Rehabilitation District staff, Special Education Resource Network Staff, and Local Education Agency Staff. The individual commitment of trained professionals to the concepts and programs of Project Interdependence has been unwavering, however formal organizational support is varied.

Seven Department of Rehabilitation professionals have been assigned by the Department to work with local school districts on Project Interdependence follow-up. Of the seven professionals only three have had the opportunity for Anchor Interdependence training. Where this has occurred all three are very active in local programs and aware of how the Project's activities relate to their day-to-day work assignment (i.e., joint IEP/IWRP planning, improved referral mechanisms, employer education and job development). Of the remaining four Rehabilitation professionals only one is actively involved with the local program. Due to the lack of Field Operations Division sanctions and support to date, Project Interdependence Field Coordinators and the Program Manager were not given the authority to include local State Department of Rehabilitation staff in training events.

Despite the significant reduction in Special Education Resource Networking staff at the Regional level, four of eight trained SERN professionals remain involved on an ongoing basis.

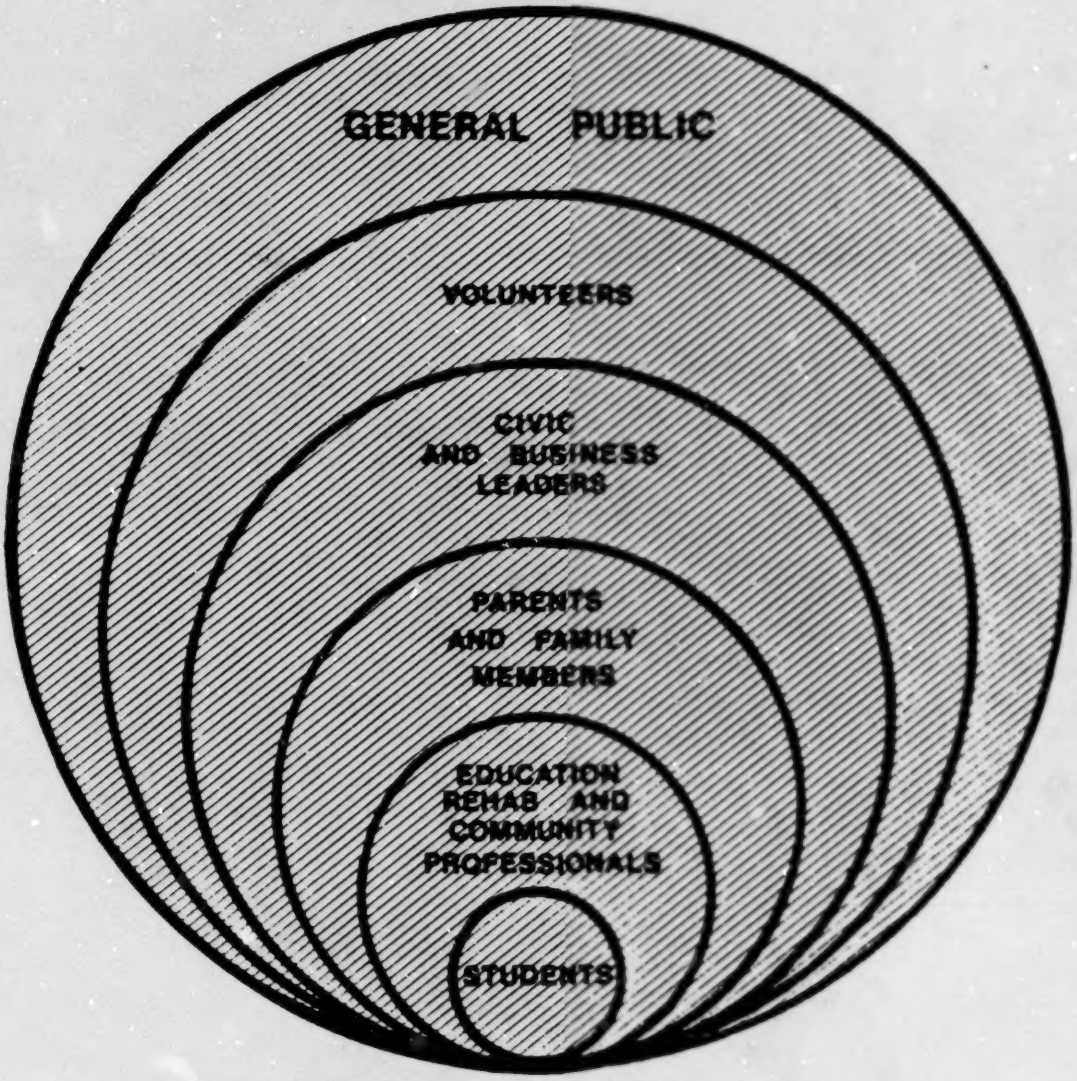
Involvement of professional staff from the local education agency sites (districts and individual schools) has soared. District and Vocational Program Coordinators, Special Education Administrators, School Psychologists, Speech Pathologists and others have seen the impact of Project Interdependence training programs on students and teachers and have aggressively sought active participation.

Given the opportunity to expand their knowledge and renew their commitment to their professions, educators and Rehabilitation professionals experience Project Interdependence in much the same way as the students do, that is, as a personal discovery and transformation adventure.

11.0 IMPACT ON INDIVIDUALS SERVED

Project Interdependence impacts through its programs and activities upon a wide spectrum in individuals.

GRAPH 2



"We are people and being people we all have our shortcomings. For one it may be the lack of ability to walk and for another it may be the lack of being able to care. Both are disabling if nothing is done to teach people that they can have compassion for one another and thus help others in their shortcomings and both reap the benefits of understanding and love."

Anthony Kohlenberger
Fullerton High School District

"I gained many new friends with interdependence. Most of all, I have gained a feeling of achievement from knocking down barriers between people. Interdependence gives me a good feeling inside."

Kerri Shetrone
Troy High School

"From the beginning Project Interdependence has been very special in my life. I will walk through my graduation and expect my diploma at Hilltop High this June. After graduation I plan to go to college and eventually go into business for myself in special equipment for people with disabilities."

Michael Allen Crossley
Chula Vista High School District

"I leaned about myself in relation to the rest of the people in the world. More specifically, I learned I am part of society and everyone can be a productive part of the world. My close friends and acquaintances have remarked how I have changed my outlook on life and how I seem to enjoy living much more now, which is true."

Colleen Gutierrez
San Jose School District

"When I am with "non-disabled" people I find myself at ease and able to converse with them openly and honestly because everyone has a disability."

Julie Van Eppes
John Glenn High School

"I will treasure the memories I have of Project Interdependence for <u>life</u>."

Diane Ranuio
Modesto School District

"I feel that I have learned not to stereotype people. I am a more "open" person and I have learned to get along better with my peers. I accept myself as I am and I feel good about myself and my daily achievements. Project Interdependence was a wonderful experience for me and I would have never missed it for the world."

Martha Revilla
Chula Vista High School District

"Project Interdependence played an important factor in my high school year. I met more and more people everyday and speaking in front of large crowds didn't frighten me anymore."

Floyd Smith
Compton High School District

"I now work as an Instructional Aide in the Special Education Department at Cal High. My experience at Project Interdependence not only helped me to get the job but it also helped me to do the job to the best of my ability. While working at Cal High, I also enjoy the advantage of still being able to participate in Project Interdependence, even though I am now in college."

Shelley Moore
Whittier School District

"Before entering Project Interdependence I was afraid of people with disabilities. I thought that they should be treated different. I also thought there was a lot of things they couldn't do, but after I got involved I found out people, no matter who they are, just want a fair chance out of life. They don't want special treatment just because they have a disability."

Lisa Morgan
Norwalk School District

"I have learned so many things! One, that no matter what you look like you still are a human being capable of loving and wanting to be loved. Two, the true meaning in "interdependence" people can be independent and stronger together!

Sondra Allen
Fullerton High School District

11.1 The Department of Rehabilitation Program Evaluation and Statistics Report:18/

"All of the ten sites reviewed reported that the Project has had a significant impact upon the individuals who have participated in the Project. Evidence collected from teachers, site administrators, students and parents, supported the finding that the Project has resulted in a positive attitude change regarding self-concept and disability awareness. It has also resulted in the development of innovative approaches to teaching essential core curriculum on at least two sites. Community and civic response sharing networks are beginning to be formulated at some of the sites and professional staff development programs are being implemented." (See Table 3, page 40.)

11.2 Independent research on attitude behavior change of students conducted during 1981-82 measured short and long-term changes and compared a control group with participants both with and without disabilities from the Discover Interdependence Training. The Summary of Fundings are attached to demonstrate the profound impact which occurs.19/

11.3 Though no research was formally carried out to assess the impact on both students and adults in the program for 1982 and 1983, observation and an enormous range of personal testimonial from the population served is available that underscore the identical development of attitude and behavior change intentionally targeted by the Project.

11.4 In summary, Project Interdependence has demonstrated its power to impact and foster new personal strengths in the following ways for the overwhelming majority of students and adults associated with the program.

- Self-concept, competence and self-esteem.
- Respect for the individuality of others, their talents, contributions and cultural backgrounds.
- Increase participation/socialization opportunities and integration at school, work and community.
- Develop concrete skills for school and work (e.g., organizing, planning, public speaking, communications and problem solving).

18/ See Appendix #11.
Department of Rehabilitation Evaluation of Project Interdependence

19/ See Appendix #12.
Summary of Special Research Project on the Effects of Discover Interdependence, California Institute on Human Services, Sonoma State University

- Acquire knowledge of new teaching and learning methods; new communication systems and technologies.

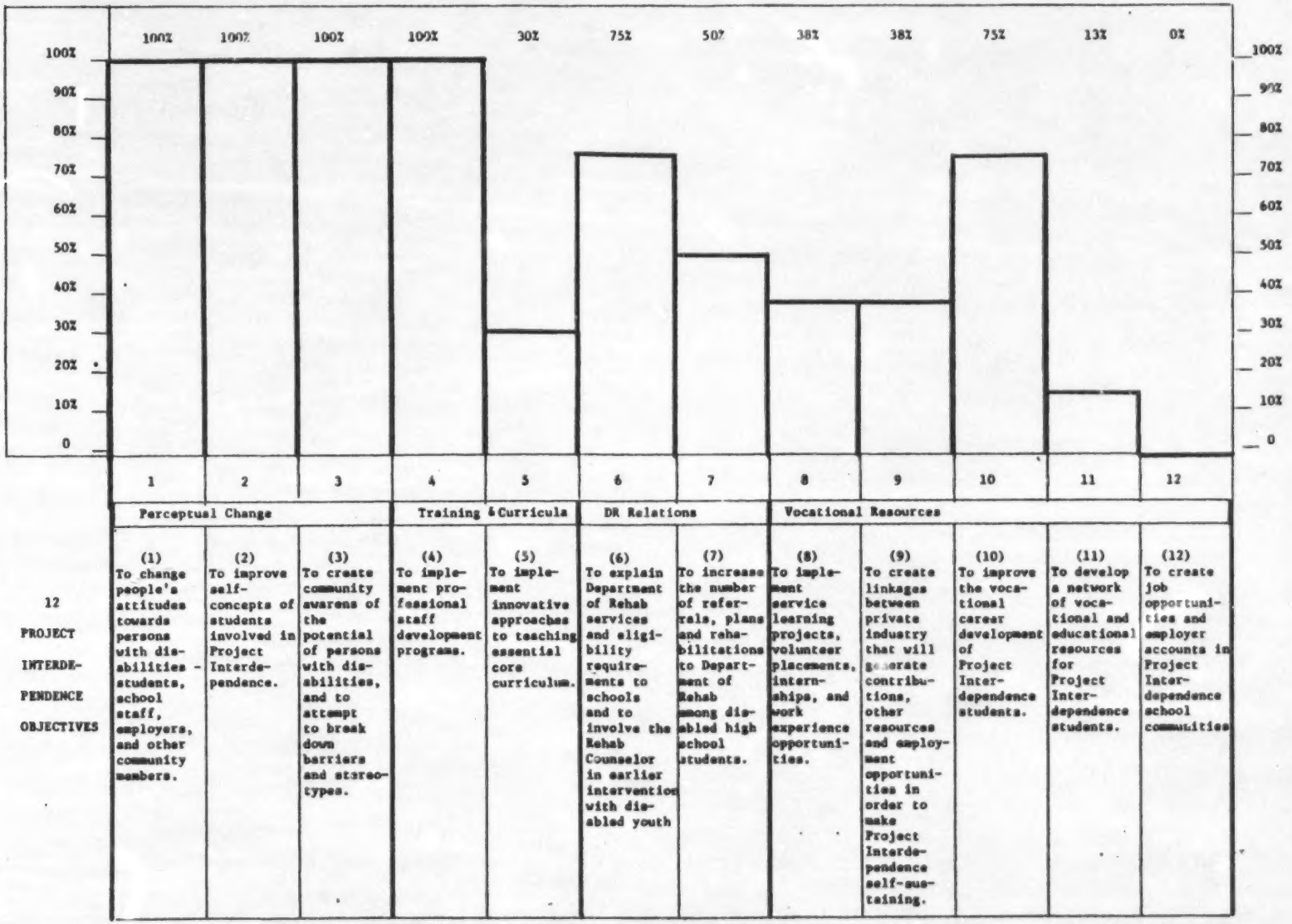
- Increase familiarity of each other's organizational missions, goals, and recognition of complementary aspects in education, rehabilitation, and the corporate community.

In summarizing the impact of the program upon the school/rehabilitation population based on the Evaluation of the Department of Rehabilitation Statistics, Program Evaluation and Research Section,20/ the following graph shows the percentage of High School Districts evaluated reporting achievement in regard to 12 specific Project objectives.

20/ Ibid.
See Appendix 11.

TABLE 3

PERCENTAGE OF EIGHT HIGH SCHOOL DISTRICTS REPORTING ACHIEVEMENT OF PROJECT INTERDEPENDENCE OBJECTIVES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11
12
Perceptual Change
Training & Curricula
DR Relations
Vocational Resources
12 PROJECT INTERDEPENDENCE OBJECTIVES
(1) To change people's attitudes towards persons with disabilities - students, school staff, employers, and other community members.
(2) To improve self-concepts of students involved in Project Interdependence.
(3) To create community awarens of the potential of persons with disabilities, and to attempt to break down barriers and stereotypes.
(4) To implement professional staff development programs.
(5) To implement innovative approaches to teaching essential core curriculum.
(6) To explain Department of Rehab services and eligibility requirements to schools and to involve the Rehab Counselor in earlier intervention with disabled youth
(7) To increase the number of referrals, plans and rehabilitations to Department of Rehab among disabled high school students.
(8) To implement service learning projects, volunteer placements, internships, and work experience opportunities.
(9) To create linkages between private industry that will generate contributions, other resources and employment opportunities in order to make Project Interdependence self-sustaining.
(10) To improve the vocational career development of Project Interdependence students.
(11) To develop a network of vocational and educational resources for Project Interdependence students.
(12) To create job opportunities and employer accounts in Project Interdependence school communities

* DATA SOURCE: DEPARTMENT OF REHABILITATION/STATISTICAL PROGRAMS EVALUATION AND RESEARCH SECTION - PROJECT INTERDEPENDENCE EVALUATION - Spring 1984

BEST COPY AVAILABLE

"I am more aware that I am not handicapped but I am disabled. This means only that I cannot use my legs but I can use my brain. I have to socialize more with abled-bodied people, something I could not before this program. I have become aware that I am like anyone else but I can't use my legs and that if people stare at a disabled person, you either stare back at them or ignore them."

Mary Bella
Arleta California

"As a result of my new found confidence and ability in speaking, I was asked to speak at (and did) my Senior Parent Reception and Graduation Ceremony. Even though I attend college now, I have continued my involvement with Project Interdependence."

Tracy Carrie
Norwalk/La Mirada School District

"The training helped me because it was more challenging. You had the chance to do it or not do it. I chose to do everything and it was neat. It has really helped by speech. It has also helped me to talk in front of small groups and large groups."

Betty Oxborrow
Norwalk/La Mirada School District

"As a result of Project Interdependence I have learned to be more positive about the things that I do. I have also enjoyed the projects that I have been working on because as a result of these projects I am able to do things for my community which I was not able to do before I participated in Interdependence. Finally, I am now able to meet people I have never met before."

Lisa Clark
Napa School District

12.0 BENEFITS TO SCHOOLS

As a statewide policy based initiative Project Interdependence aims to contribute to the significant momentum toward education reform.

All efforts made to elevate quality of teaching, upgrade relations between school and community agencies and resources, modernizing the media and curriculum for career and vocational education, increase accessibility of all youth to high-technology and contribute to an effort of inspiration and excellence and friendship in professional work.

Benefits include:

- Establishment of clear cut resource sharing and cooperation between the school site and local Department of Rehabilitation services.
- Increased physical accessibility and awareness of barriers leading to further integration of all students.
- Significantly increased in class and school program integration of students with and without disabilities.
- Facilitation private sector contributors to local school programs.
- Production and development of innovative curriculum and training models and materials.
- Organization of staff development and training programs with impact on professional rejuvenation.

"There is no doubt in my mind that it is our joint venture and resource commitments that will distinguish our efforts to both the students and the professional community who directly benefit from the Project, and to the State and Federal policymakers who have given us this opportunity to demonstrate such creativity."

James R. Smith
Deputy Superintendent
Curriculum and Instruction
State Department of Education

"We are looking forward to the third year of Discover Interdependence. We know we have a model that works -- a model that makes positive changes in schools."

Karl Murray, Administrator,
Personnel Development Unit
Office of Special Education
State Department of Education

"The 22 representatives which govern the California Continuation Education Association were very impressed with the whole concept of Project Interdependence. I am pleased to inform you that CCEA wholeheartedly endorses your project."

Richard Kuester, President
California Continuation Education
Association

"As a job developer for students with special needs, I feel there is a necessity for this type of project where the business community is asked to actively participate."

Johanna Muth
Office of the Superintendent
Napa County Schools

"Project Interdependence has been important not only for transforming the lives of the participating students but also for spreading disability awareness throughout our community."

Norwalk-LaMirada Unified School
District

"If your efforts to promote full integration of youth with disabilities and awareness building among all high school youth during the past 24 months are any indication of what we can expect with WIN INTERDEPENDENCE, you will undoubtedly set new standards in the educational system and a model for a year-round program worthy of replication statewide."

John W. Sanders, Principal
Cleveland High School

"I am enthusiastically impresed by the Interdependence project. All children are special, but it is through these beautifully skilled youngsters that your/our message of growth will spread not only throughout our state, but to unlimited ends."

Mrs. Jeanie Weil
California Commission of Special
Education

13.0 BENEFITS TO CORPORATIONS

Project Interdependence is actively establishing a wide range of cooperative relations with its corporate and private individual contributors. The object is to improve short and long-term benefits to high school students with and without disabilities related to their education, self-esteem, motivation, career interests and vocational opportunities. The strategy of involving corporate partnerships is highly selective where image, expertise, product/service quality, corporate growth patterns and the commitment to support Project Interdependence goals and objectives are serious considerations in our outreach.

The careful search for corporations to fill the Board has resulted in partnerships with the current corporate leaders who represent a pinnacle in the generic industries of telecommunications, entertainment, and food, and who are able to sum up and model the future direction of these industries to stimulate the interest and involvement of youth. At a program level, the many contributors to the Project in goods, services, and cash, build a mosaic of high quality and prestige which clearly flows between the students and these private interests who seek recognition, outreach, civic exchange, and growth.

The benefits which accrue to the many corporations vary, but are substantial when taken as a whole. Each public/private partnership is uniquely negotiated. The aggregate benefits are listed here without assigning these to the specific contributor:

- Provides a working association and unity among the political and policy leadership of the State and top civic leaders and corporate executives.

- Provides for public recognition for outstanding contributions to California's youth through Senate and Assembly resolutions and public agency and organizational awards (The Senate Rules Committee resolution co-authored by Senator Roberti and Petris and co-sponsored by a group of 24 California bipartisan Senators was sent to 110 Project contributors and sponsors.) Other prominent examples of this public recognition include awards from the State Council on Developmental Disabilities, the Disabled in State Service, and the Governor's Committee for Employment of the Handicapped.

- Project Interdependence recognizes its contributors by way of a beautiful full color award certificate signed by the Governor and the Superintendent of Public Instruction; 145 awards have been given to our supporters (some with public ceremony and media coverage).

- Tax deductions for public service contributions and opportunities for Targeted Job Tax Credits.

- Corporate name identity of Project Interdependence contributors is built into many of our training and promotional materials.

- Corporate name identities are included prominently in Project Interdependence films.

- Selective exposure of corporate products where in-kind contributions are made such as Theradyne Wheelchairs, Project logo pins from Paul C's Miniatures, a wide range of rehabilitation high-tech engineering and adaptive equipment, Atari Computers, etc.

- High visibility for expertise and services from contributions of the many professionals and organizatons who donate considerable time and effort.

- There exists a significant long-term benefit to corporate executives and other leaders who gain the far reaching impact of the enhancing philosophical perspective from Project Interdependence. This reduces the stereotypes and fears that stymie human organization and relations due to all aspects of handicappism. The most dramatic impact occurs where there is direct corporate participation in Project training activities and school projects. Concrete breakthroughs come with the growth of employer awareness regarding the value of Normalization, the depreciating impact of traditional charity relationships, the benefits of integration of people with and without disability, and a re-thinking of the relations with employees and target publics.

- Cross fertilization occurs among the corporate participants leading to many advantages and benefits entirely apart from the Project Interdependence agenda.

"These partnerships, between students with and without disabilities, between the public and private sectors, between education and business, between education and business, between the Departments of Education and Rehabilitation are embodied in Project Interdependence".

Roger W. Phillips, Chairperson
Area IV Developmental Disability Board

"The goal of bringing together California high school students with and without disabilities to the University to challenge them to work cooperatively in achieving their full potential is a most worthy objective."

Stephen Horn, President
California State University
Long Beach

"Project Interdependent's goals have to be commended for their efforts to integrate students with disabilities into the main stream of high school athletics and most importantly, in all areas of everyday life."

Daniel A Cruz
Assistant Vice President/Youth Services
Los Angeles Olympic Committee

"The State Council on Developmental Disabilities has chosen to honor Project Interdependence as the Outstanding Organization for 1983."

Deborah Kaplan, Chair
State Council on Developmental Disabilities

"You are fantastically organized and are clearly helping to conquer some fo the deepest wounds the teenagers of America have."

Mellen O'Keefe, Associate Producer
PM Magazine

"Rather than promoting disability, this wilderness experience promoted risk, friendship, beauty, and achievement."

Ty Scoggins
Natomas Company

"I consider Project Interdependence to be one of the most cost effective and beneficial programs of its type in the country. It is particularly significant because it stresses the integration of young people with disabilities with their nondisabled peers in highly motivating social environments."

Wayne Sailor, Ph.D., President
Association for the Severely Handicapped

"Project Interdependence exemplifies the Council's commitment and policy of integration of the developmentally disabled community."

Jose J. Gonzales, Vice-Chairman
State Council on Developmental Disabilities

"I strongly support this outstanding activity."

Robert A. Pestolesi, Ph.D., President
California Association for Health, Physical Education, Recreation and Dance

"It is hoped that these programs of education and participation will provide the means for people to lead more satisfying lives by broadening their minds and their physical capabilities."

John Bragg, Manager - USA
Yamaha Sports Group

14.0 PUBLIC ATTITUDE CHANGE

Project Interdependence impacts on public attitudes regarding full acceptance, integration, and future employment of young people with disabilities in society. More importantly, the Project aims to contribute to a modern view and experience of the world of work emerging from the transition of the world economy from mass industrial production to customized information technology. This economic and cultural revolution has at least two profound implications recognized and built into Project Interdependence: (1) Youth are the key beneficiaries of change who will manage this transformation and explosion of new technology, and (2) People with disabilities will be totally redefined and redeployed as full blown contributors in the economy with the assistance of this new technology and new careers heretofore unknown in society.

The Project targets a series of audiences for its message: Teenage youth, policy leaders, human service professionals, the media and general public. The content of the Project Interdependence public attitude change campaign originates in the philosophy and logic of the Project's Five Goals and demonstrates the way these perspectives can be brought to life in its community and school based programs. It aims to make the concept of "interdependence" the guiding perspective and image in promoting economic development and personal relationships. This foundation then gives rise to the rationale for Education and Rehabilitation service delivery reform.

The following materials, communications, and activities are the project medium to shape public attitudes.

- Five thousand sets of full color training materials centered around the "Awareness" monograph21/ have been produced and disseminated. Three thousand more "Awareness" monographs have been printed for dissemination in 1984-85.

- One hundred and fifty cassettes of the Project Interdependence 1981 video narrated by Mickey Rooney and Tom Bosley, have been distributed to schools, employers and community agencies, explaining the thrust and philosophy of the Project.

- A feature length documentary video entitled "The American Dream" has been shot and is being edited in preparation for mass distribution to public and commercial television stations and schools nationwide.

- Presentations by Project Interdependence staff, trained students, local educators, and community service agency staff, have been made throughout the State to School Boards, PTA's, civic organizations (Kiwanis, Rotary, Lions), Area Boards for Developmental Disabilities, professional conferences, local governmental bodies, Chambers of Commerce, and school classes and assemblies totalling a direct audience of nearly 8,500 people.

21/ See Appendix #13. "Awareness" Monograph

- Media coverage (TV, radio and newspaper) of Project Interdependence events reaching mass audiences has been carried in San Diego, Los Angeles, Riverside, Santa Barbara, Sacramento, the Bay Area, Napa, Orange County and Chico reaching mass audiences.

- A major illustrated article will appear in the June 1984 issue of Teen Magazine, with national circulation describing the Discover Interdependence training experience, its philosophy, and goals.

- The top public relations advertising firm in the Sacramento area, Girvin, Conrad and Girvin, Inc. is preparing a major campaign to reach the public in Sacramento and then statewide regarding the Project and its perspective.

- Major articles and photographs on the Project have been carried in numerous professional publications including the newsletters of Special Education Resource Network, the California Institute on Human Services, the Community Rehabilitation Center, the Department of Rehabilitation and Abilities Unlimited magazines.

- The beautiful full color posters of the Project have been displayed and sent into 2,000 schools, businesses and community agency offices carrying the ideas and goals of the Project for public view.

Evidence of the impact of this breadth of communication inputs to public attitude change is varied.

1. Extraordinary recognition and commendations have been received from numerous public leaders.

2. Numerous inquiries have been received from California, other states and Canadian provinces seeking information on how to develop Project Interdependence locally.

3. Testimonials and correspondence from students and community leaders statewide have been received in large numbers.

These are but a tip of an iceberg of public response of the Project's impact. As the mass communication and public relations efforts in production materialize, a more systematic assessment will be in order to show the contribution that Project Interdependence is making to public attitude change regarding the virtue of full integration and respect for the economic and cultural contribution of youth with and without disabilities make to our lives.

15.0 APPENDIX

Appendix 1	"Project Interdependence Five Goals"
Appendix 2	Project Interdependence List of 18 School Districts
Appendix 3	"Discover Interdependence" Brochure
Appendix 4	Interagency Memorandum of Understanding between the Departments of Rehabilitation and Education
Appendix 5	Correspondence from Senator Bill Green to P. Cecilio Fontanoza
Appendix 6a & 6b	Correspondence from James Smith to P. Cecilio Fontanoza Correspondence from Bill Honig to Debra Kaplan
Appendix 7	Legal Opinion from Disability Rights Education and Defense Fund, Inc.
Appendix 8	Project Interdependence In-kind Contributors (within letter to Department of Finance)
Appendix 9	WIN Interdependence Description and Sponsor List
Appendix 10	1983 Women's Sports Career Guide
Appendix 11	"An Evaluation of Project Interdependence" A.S.D. 84-3-12
Appendix 12	Summary of Special Research Project on the Effects of Discover Interdependence, California Institute on Human Services, Sonoma State University
Appendix 13	"Awareness" Monograph